

89 A 2026年度 英語

問題冊子（1～6ページ）

注意事項

- (1) 試験開始の合図があるまで、この問題冊子の中を見ないこと。
- (2) 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に申し出ること。
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- (4) 解答用紙上部に印刷してある受験学部・学科コード、受験番号、氏名(カタカナ)を確認し、氏名欄に氏名(漢字)を記入すること。もし、印刷に間違いがあった場合は、手を挙げて監督者に申し出ること。

〔解答用紙記入例（選択式の場合）〕

例1. 〔語群〕が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

| | | | | | | |
|--------|----|----|----|----|----|----|
| | A | | B | | C | |
| 問 X | 16 | 17 | 18 | 19 | 20 | 21 |
| | / | 2 | / | 4 | / | / |

Aの解答が佐賀の場合 → (17)

Bの解答が東京の場合 → (19)

Cの解答が大阪の場合 → (21)

例2. 〔語群〕が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

| | | | |
|--------|----|----|----|
| | a | b | c |
| 問 X | 51 | 52 | 53 |
| | / | 4 | 2 |

aの解答が大学の場合 → (51)

bの解答が小学校の場合 → (53)

cの解答が中学校の場合 → (52)

〔 I 〕 次の英文の空所 (A) ~ (F) を埋めるのに最も適当なものを下の 1 ~ 9 の中から選び、その番号を記入せよ。

The domestic cat is now the most popular household pet in the Western world, but it wasn't always that way. From the very beginnings of its relationship with humans, as a prized mouse hunter in the Middle East and in Ancient Egypt, where it was respected and treasured, the cat's fortunes have changed dramatically over the centuries, from (A) being abused.

As the cat spread out from Egypt it was welcomed in new regions of the world. In ancient India it became associated with the Hindu goddess of fertility and protector of children, Shashti. In China, another goddess, Li Shou, was represented as a cat and worshipped by farmers who (B) the mouse numbers.

As time passed, however, the worship of pagan gods began to decline. Christianity (C) in fortune occurred for the domestic cat around the thirteenth century. Its association with myth, mystery, witchcraft (the practice of magic for evil purposes) and pagan beliefs resulted in it being called an agent of the Devil. Through the medieval period, witches were ill-treated, and so were cats, particularly black ones. Some people believed that witches actually transformed into cats to carry out their evil acts, while others (D) of the witch.

Fortunately for the domestic cat, its status outside of Europe (E). In the Far East, the cat maintained its sacred status, partly because of the Buddhists' belief that no living creatures should be harmed and, more specifically, that the cat's body was the temporary resting place for the soul of a very spiritual person.

Cats are thought to have reached Japan from China in the sixth century. Here they were kept as protectors of Buddhist temple documents, killing the

rats that liked to chew on them. For many years they were kept as highly valuable pets, affordable only by the upper classes, before (F) in Japan. In the early seventeenth century, on government orders, all cats were released from private homes to protect the silk industry from rats.

注 fertility 繁殖力のあること

pagan 異教 (徒) の

Buddhist 仏教 (徒) の

[出典：The Cat: A Natural and Cultural History. Published by Princeton University Press, 2020. Copyright © Quarto, 2020.]

1. kept serving as a mere literary inspiration in the Western world
2. began to spread in Europe where a distinct change
3. introducing into homes from the wild
4. gradually becoming more widespread
5. being worshipped and protected to
6. regarded the cat as an evil assistant or partner
7. remained respected, often due to its religious associations
8. representing the biology of its behavior
9. sought her help to control

〔Ⅱ〕 次の(a)～(h)の各文の空欄に入れるのに最も適切な語(句)を一つずつ選び、その番号を記入せよ。

(a) () audience gathered in the park to watch the live concert.

- | | |
|---------------|------------------|
| 1. A large | 2. So many |
| 3. A majority | 4. The number of |

(b) The camera () she took these wonderful pictures is very old.

- | | |
|---------------|------------|
| 1. which | 2. that |
| 3. with which | 4. in that |

(c) I should () time off before my illness got worse.

- | | |
|----------------|---------------|
| 1. take | 2. have taken |
| 3. have rested | 4. take rest |

(d) This restaurant is () than the place we went to last time!

- | | |
|-----------------------|------------------|
| 1. more cheap | 2. much cheaper |
| 3. the most expensive | 4. far expensive |

(e) I wish I () to someone before accepting the job offer last year.

- | | |
|----------|---------------|
| 1. said | 2. had said |
| 3. speak | 4. had spoken |

(f) Looking around at all the people who had gathered to celebrate her success, her heart () with gratitude.

- | | |
|---------------|-------------------|
| 1. was filled | 2. was fulfilling |
| 3. fulfilled | 4. fully |

(g) There is no perfect system that () for everyone.

- | | |
|------------|----------------|
| 1. match | 2. functioning |
| 3. suiting | 4. works |

(h) How did people stay in () with each other before social media?

- | | |
|--------------|---------------|
| 1. friend | 2. touch |
| 3. connected | 4. contacting |

〔Ⅲ〕 次の(a)～(d)において、下線部の発音が見出し語と同じものを1～4の中から一つ選び、その番号を記入せよ。

(a) tooth

1. southern

2. proudly

3. wool

4. improvement

(b) landscape

1. Australian

2. subsidy

3. ambulance

4. preparation

(c) photograph

1. throat

2. deposit

3. customer

4. count

(d) recent

1. grip

2. completely

3. endless

4. description

〔Ⅳ〕 次の日本語の意味を伝えるように英文の (a) ~ (f) の空欄に 1 ~ 7 の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。

A. 花見に行くのを楽しみにしていたのですが、雨で台無しになりました。

We had been (a) (b) (c) (d) out to see the cherry blossoms, but our plans were (e) (f) the rain.

1. go 2. to 3. spoiled 4. forward
5. by 6. looking 7. going

B. 日本でも週末に多くの時間を子供たちと過ごす父親が増えてきています。

There are more and more fathers in Japan who (a) (b) (c) (d) to their children (e) (f).

1. their time 2. weekends 3. of 4. in
5. devote 6. on 7. much

C. 私たちは健康に有害な食品をそれとは知らずに口にしていることが多いです。

We often eat food which (a) (b) (c) our health (d) (e) (f).

1. knowing 2. bad 3. it 4. is
5. for 6. danger 7. without

97 A 2026年度 英 語

（医学部医学科受験者用）

問 題 冊 子 （1～6ページ）

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Aの解答が佐賀の場合

Bの解答が東京の場合

Cの解答が大阪の場合

例2. 〔語群〕が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

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aの解答が大学の場合

bの解答が小学校の場合

cの解答が中学校の場合

〔 I 〕 次の英文の空所 (A) ~ (F) を埋めるのに最も適当なものを下の 1 ~ 9 の中から選び、その番号を記入せよ。

It's no secret that smartphones and other digital devices control and consume our attention, (A). This can be illustrated with three different, but very common scenarios: teenagers sitting together but absorbed in their screens, people on public transportation scrolling constantly through social media, or professionals distracted by videos while working. These examples show how mobile applications are designed to trap our attention. As a result, users are caught in a cycle of endless surfing.

This pattern of attention capture starts early. In Spain, for example, statistics from 2022 show that nearly all children have a phone by age fourteen. These children, like adults, use applications driven by speed and ease, reflecting the internet's logic of immediate satisfaction. Having never experienced a world without internet, today's youth are "digital natives" (B) from childhood. Philosopher Byung-Chul Han argues that such constant stimulation makes people seek novelty, (C). This leads to an overactive cognitive state where attention is scattered and concentration becomes increasingly rare.

These behavioral shifts also impact how the brain functions. As Nicholas Carr explains in *The Shallows: What the Internet Is Doing to Our Brains*, our brains adapt to the tools we use. Deep reading encourages sustained focus while digital habits train the brain to perceive quickly. Too much information (D) but also confuses our thinking. When faced with an overwhelming amount of information, our minds begin filtering it out—but traces of that information remain, making it difficult to understand our true interests or maintain a clear thought. This contributes to a general decline in concentration and mental clarity.

The effects are particularly worrying for children and teenagers,

(E) are still developing. Overstimulation interferes with learning, especially when attention is constantly interrupted. While adults may be able to control themselves to refocus, young people (F). Without early development of focus and self-regulation skills, children may struggle long-term with their ability to concentrate. Giving them unfiltered access to digital devices too soon can lead to permanent changes in how they think and learn.

注 distract 気をそらす
novelty 目新しいもの
cognitive 認知に関する

[出典：Blanco-Alfonso, Ignacio and María Solano Altaba. “How Smartphones Weaken Attention Spans in Children and Adults.” *The Conversation*. 2023.
<https://theconversation.com/how-smartphones-weaken-attention-spans-in-children-and-adults-218756> に基づく]

1. improving their attention
2. gain confidence by deep reading
3. whose cognitive and behavioral strategies
4. which reduces their capacity to focus
5. who are used to being exposed to one new thing after another
6. lack the skills to manage this confusion
7. both among adults and young people
8. not only makes it harder to find meaning
9. either children or young adults

〔Ⅱ〕 次の(a)～(h)の各文の空欄に入れるのに適していないものを1～4の中から一つずつ選び、その番号を記入せよ。

(a) Following damage from the typhoon, delays () in the delivery of goods by road.

- | | |
|-------------------|---------------------|
| 1. are happening | 2. have experienced |
| 3. could be faced | 4. may occur |

(b) The Olympic champion was sincerely grateful to everyone who had helped her to achieve what she ().

- | | |
|--------------------------|--------------------------|
| 1. set out to accomplish | 2. accomplished |
| 3. had accomplished | 4. had an accomplishment |

(c) The international price of oil is one of the factors () the Japanese economy.

- | | |
|----------------------|--------------------|
| 1. to influence | 2. affects for |
| 3. of importance for | 4. to consider for |

(d) () difficulties early in his career, he eventually became a successful lawyer.

- | | |
|----------------------------|-------------------------|
| 1. Even though the | 2. Though experiencing |
| 3. Although there had been | 4. Despite encountering |

(e) I forgot () my course report by its due date.

- | | |
|---------------------|---------------------|
| 1. about hand in | 2. I had to hand in |
| 3. about handing in | 4. to hand in |

(f) The kinds of clothes that people () in the street are a reflection of current fashion trends.

- | | |
|----------------|---------------|
| 1. wear | 2. putting on |
| 3. are wearing | 4. have on |

(g) In September 2022, the Nishi-Kyushu Shinkansen () between Takeo-Onsen and Nagasaki Stations.

- | | |
|--------------------|-----------------------|
| 1. started running | 2. started to operate |
| 3. just starting | 4. opened |

(h) You should arrive at the airport well ahead of your departure () enough time to complete check-in and the security check.

- | | |
|---------------------|-------------|
| 1. in order to have | 2. with |
| 3. to having | 4. to allow |

〔Ⅲ〕 次の(a)～(d)の各組の語について、最も強く発音する音節の母音がA欄と同じものをB欄の中から一つ選んで、その番号を記入せよ。

| A欄 | B欄 | |
|--------------------|--------------------------------------|------------------------------|
| (a) com-pet-i-tive | 1. pay-ment 3. pi-lot | 2. dis-ease 4. what-ev-er |
| (b) re-ply | 1. cli-mate 3. scis-sors | 2. heav-y 4. per-fect-ly |
| (c) or-tho-dox | 1. per-son-al-ly 3. short-age | 2. own-er 4. part-ly |
| (d) col-or-ful | 1. hope-less 3. ap-prox-i-mate-ly | 2. sun-shine 4. con-cern |

〔IV〕 次の日本文の意味を伝えるように英文の (a) ~ (f) の空欄に 1 ~ 7 の語(句)を入れ、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。また、文頭に入る語(句)も小文字で始めてある。

A. この困難な状況で生き延びるための最善の道は何だと思いますか。

What (a) (b) (c) (d) be the best (e) (f) to survive in this difficult situation?

1. would 2. action 3. do 4. think
5. you 6. course of 7. way

B. その現象の原因については現在のところ結論は出ていない。

(a) (b) there is no conclusive answer (c) (d) (e) (f) the phenomenon.

1. as 2. at 3. what 4. about
5. causes 6. present 7. to

C. 経済統合に関係する問題が議論されることになっている時には、財務大臣たちが出席するという同意を我々は得た。

We obtained agreement that finance ministers would attend when (a) (b) (c) were (d) (e) (f).

1. discussed 2. matters 3. be 4. connect
5. related to 6. to 7. economic union

D. 私は大統領と私かに会った。私が来たことを彼がありがたく思っているのは明らかだった。

I had a (a) (b) (c) the President, (d)
(e) (f) my attendance was evident.

- | | | | |
|----------|------------|-----------------|----------|
| 1. with | 2. meeting | 3. of | 4. whose |
| 5. thank | 6. private | 7. appreciation | |